17 JUL 1963

SYLLABUS

FOR

ORIENTATION TRAINING

OF

COMMUNITY DEVELOPMENT PERSONNEL

1013/2
371·3 GoI
2938
3 GOI

सत्यमेव जयते

MINISTRY OF COMMUNITY DEVELOPMENT

PANCHAYATI RAJ & COOPERATION

(DEPARTMENT OF COMMUNITY DEVELOPMENT & PANCHAYATI RAJ)

GOVERNMENT OF INDIA

July 1962

CD212/2
~~G 18229~~

SYLLABUS
FOR
ORIENTATION TRAINING
OF
COMMUNITY DEVELOPMENT PERSONNEL

सत्यमेव जयते

MINISTRY OF COMMUNITY DEVELOPMENT
PANCHAYATI RAJ & COOPERATION
(DEPARTMENT OF COMMUNITY DEVELOPMENT
PANCHAYATI RAJ)

GOVERNMENT OF INDIA

Julv 1962

2938

SYLLABUS FOR ONE MONTH'S ORIENTATION TRAINING OF COMMUNITY DEVELOPMENT PERSONNEL

The Syllabus for this course was drawn up in September, 1958 which was prepared on the advice of committee (Appendix A). Since then there have been considerable changes in the Community Development Programme. The emphasis on Panchayati Raj and Cooperation has brought to the force a considerable number of non-officials engaged in the programme and who require to be oriented, and a new type of conditions have been created in which officials have to function efficiently and effectively.

It was felt that the syllabus covering a period of forty-five days was too long for most non-officials to participate in the course. The duration of the orientation course has been curtailed to thirty days. The job-training course of Block Development Officers, is increased from forty five to sixty days. Increased attention to Panchayati Raj and Cooperation has been given. The revision of the Syllabus was proposed after discussions with the Principals of O. & S.Cs., and the Advisory Board on Training has approved the revised syllabus.

THE SCHEDULE

	No. of days
Sundays & Holidays	5 days.
Arrival	1 day.
Departure	1 day.
Village Practicals	6 days.
Seminar and Symposium	2 days.
Classes	*15 days ($15 \times 4 = 60$ periods of one hour each)
Total :—	30 days.

* Eight hours per day, including one hour manual work and one hour guided reading and library work.

Manual Work	15 hours (one hour each on 15 days in morning)
Syndicate studies and Group Discussions.	15 hours (one hour each on 15 days).
Extension Practicals	15 hours (one hour each on 15 days).
Guided reading and library work.	15 hours (one hour each on 15 days.)
Other Extension Practicals to be covered during village practicals. ...	18 hours (at the rate of 3 hours per day).

INDEX

No. of talks

PREAMBLE 1

A. UNDERSTANDING THE NEED, AIMS AND OBJECTIVES OF THE BASIC TRAINING. 2

B. UNDERSTANDING OF THE VILLAGE SITUATION. 7

1. Economic 3
2. Social 3
3. Our Constitution—Principles.. 1

C. UNDERSTANDING THE COMMUNITY DEVELOPMENT PROGRAMME 15

1. Principles & Philosophy of C.D. programme, Principles of community organization, brief account of previous experience in C.D. 2
2. Need for Social and—planning 2
3. Features of the—Three Plans 1
4. Need for a comprehensive programme 10

D. PRINCIPLES & PHILOSOPHY OF EXTENSION AS APPLIED TO COMMUNITY DEVELOPMENT 4

1. Principles & Philosophy of extension .. 1
2. Organisational set up 1
3. Extension methods 2

E. GROUP MOBILISATION & COMMUNITY ORGANISATION. .. 9

(*i*) Human relations..in outlook 1
(*ii*) Importance and role..People's servants. .. 1
(*iii*) Democratic Decentralisation and Community Development 2

(*iv*) How special drives..occasions.	1
(*v*) Encouragement of Local Leadership.	2
(*vi*) Organising school Teachers Camps	1
(*vii*) Organising adult Teachers Camps	1
F. EVALUATION	2
1. Need for evaluation, Principles of evaluation, techniques of evaluation. Place of Surveys, Need for self-evaluation	1
2. Reports of Programme Evaluation Organisation. ..	1
Total	40

G. PRACTICALS : .. ..

(*a*) Stay in Villages	6 days.
(*b*) Organising and conducting a Seminar and symposium	2 days.
(*c*) Syndicate studies and group discussions...	15 hours (one hour each day).

NOTE :—40 talks will be covered in 60 hours, roughly 1/3 time being devoted to talks and balance 2/3 to discussions.

PREAMBLE

The purpose of 'Orientation' in Community Development is to ensure that all the functionaries working at the block level get a common understanding of the philosophy, objectives and genesis of the Community Development Movement, the scope of the various programmes and methods of evaluation.

2. Community Development has been described as "a *process* of change from the traditional way of living of rural communities; as a *method* by which people can be assisted to develop themselves on their own capacity and resources; as a *programme* for accomplishing certain activities in fields concerning welfare of the rural people; and as a *movement* for progress with a certain ideological content".

The First Five Year Plan referred to "Community Development" as—

> "the method and rural extension the agency through which the Five Year Plan seeks to initiate a process of transformation of the Social and economic life of the villages."

The Review of the First Five Year Plan stated that "the main object of bringing an area under national extension or Community projects is to provide the initial stimulus, to establish a method of coordinated working between the various agencies, and to build up people's organisations, in particular the cooperative and the panchayat, so that these can undertake much of the responsibility for social and economic development in the villages" and pointed out that the emphasis should be on:—

(*i*) Increased employment and increased production, especially agricultural production.

(*ii*) Every family in the village has a plan of improvement and participates effectively in the effort of the community as a whole.

(*iii*) A deep and continuous concern with the welfare of the less privileged sections of the community, a sense of mutual responsibility and the involvement of women and youth in the various activities.

(*iv*) The National Extension and Community Projects organisations to be used not only for carrying out programme included in the budgets of development blocks, but also for implementing the programmes of various development departments.

(*v*) The various agencies of Government, especially the technical departments, to equip themselves for the service expected of them, as the people of each area realise the possibilities of development, are willing to make larger contributions from their own resources and to adopt scientific improvements.

3. Amplifying the above, the Second Five Year Plan stated the "National Extension and Community Projects should play a large part in promoting the diversification of the agricultural economy and in increasing agricultural production. They should also increase greatly the reserves of skill and the habit of improvisation of new techniques to serve local needs which are a condition of large scale industrialisation. In underdeveloped countries there can be no substantial economic development without social change. Increasingly, through the operation of land reform, attention to the needs of the landless and the disadvantaged sections of the population, strenghthening of the village organisation and the building up of local leadership, and the growth of the cooperative movement, the programme should become a positive force for bringing about both an integrated rural society and an expending rural economy.

4. The Third Five Year Plan says—

"Community Development must seek, above all, to bring about increase in agricultural production, higher standards of productivity, and fuller utilisation of the available manpower and other resources. With its stress on the development of local initiative and responsibility and on cooperative self-help, the movement is designed to serve as a spearhead of a wide range of programmes of development, which include agriculture, cooperation, irrigation, village and small industries, rural electrification and the reform of the agrarian system. One of its major aims is to create conditions for the growth of a progressive cooperative rural economy with a diversified occupational structure in which the weaker sections of the community are brought speedily to the level of the rest."

5. The objective of the Community Development programme for purposes of coordinated work in Gramdan areas has been defined as—

"To promote the all-sided development of the village community, including their economic, political, social cultural and moral developments, in particular:—

(*a*) to develop a spirit of community life among the people by promoting cooperation and mutual sharing, leading ultimately to voluntary community ownership of the basic means of production, such as land, and fulfilment by the village community of responsibility for the welfare, employment and livelihood of all its members,

(*b*) to make the village self-sufficient, in the primary needs of life, such as food, clothing and shelter, and to promote the development of each village along with the development of the local area of which it forms part, and

(*c*) to develop self-reliance in the individual and initiative in the community so that the people are able to manage and run their affairs themselves and make the village self-governing units of the larger Indian democracy."

6. Community Development is defined by the United Nations as "The process by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation and to enable them to contribute fully to national progress."

7. The Community Development Programme in India is a multi-purpose programme attempting to achieve economic development and social change, which would include social justice, through democratic processes. It touches all aspects of rural life such as agriculture, animal husbandry, cooperation, public health, rural industries, etc.

8. Panchayati Raj is expected to ensure effective association of the people with the Community Development programme and make it a people's movement. It is an inter-connected pattern of democracy with people's institutions at the various levels, namely, the Gram Sabha, the Village Panchayat, the Panchayat Samiti and the Zila

Parishad, and has brought about a fundamental change in the structure of administration. The responsibility of implementing the Community Development Programme and maintaining it as a people's movement based on self-aid and self-reliance rests on these institutions and their functionaries.

A. UNDERSTANDING THE NEED, AIM, AND OBJECTIVES OF THE BASIC TRAINING — 2 talks

1. *Block Development Officers role :*

   (*a*) as an extension worker—understanding its methods and techniques.
   (*b*) as a Programme Planner
   (*c*) as a Programme Executive
   (*d*) as a Coordinator
   (*e*) as an Evaluator
   (*f*) as a Captain of a team

2. *Social Education Organiser's Role* :

   (*a*) As a promotor of Community Organisations
   (*b*) As a promotor of citizenship education, specially through audio-visual aids.
   (*c*) As an organiser of training programmes.
   (*d*) As a member of a team.

3. *Extension Officers' Role* :

   (*a*) as an extension worker
   (*b*) as a technical expert
   (*c*) as a member of a team
   (*d*) as an executive of a specific programme.

4. *Village Level Worker's Role* :

   (*a*) as an extension worker, versed in techniques and methods of extension
   (*b*) as an organiser of communities
   (*c*) as an educator

(*d*) as a reliable and efficient agency of quick communication between people and subject matter specialists.

(*e*) as a member of a team with status and responsibility.

5. *Role of Non-officials :*

B. UNDERSTANDING OF THE VILLAGE SITUATION 7 talks.

1. *Economic :* .. 3 talks.

(*a*) The characteristics and problems of under-developed economy—Why is our economy regarded as under-developed—Two sector economy of our country—Rural and urban sector, subsistance and organised sector, Public and Private sector—Agricultural and industrial sector. Problems of "arrested growth—Poverty in midst of plenty"—Strategy of the plan.

(*b*) Our resources—agricultural, forest, animal mineral, power and human resources.

(*c*) Land Economics—Man and the Soil—Relationship of Plant Husbandry (Agriculture) and Animal Husbandry for balancing country's agricultural economy. Land and Land man ratio.

Rural Indebtedness—its causes and cure, debt legislation, land legislation—Features and forms of rural credit—Measures taken to control debt incidence—control of money lenders, Land alienation Acts—debt conciliation measures—Agricultural Finance.

Committee and Rural Credit Survey Committee recommendations—rural credit and Reserve Bank of India. Land Tenure and Land Reforms—fragmented and scattered holdings—advantages of consolidation operations and land reforms

(*d*) Agricultural unemployment and under-employment—Role of Village Crafts and Cottage Industries—Leisure—time activities—Low productivity of agricultural labour—Agricultural labour and landless labour—causes of inefficiency of labour—Findings of Agricultural Labour Enquiry Committee 1951. Large industries and urban drift—Utilisation of leisure—amenities in rural areas. Deficit agricultural economy—low purchasing power of rural population—adding subsidiary occupations to increase purchasing power—Undue attachment to land and excessive importance given by the community to possession of land resulting in people being unwilling to change over to more economic occupations.

(*e*) Our village and agricultural economy and its characteristic features—Importance of agriculture in our National and Rural economy; pressure of our growing population and excessive cattle on land—land utilisation statistics—average gross and net cropped and irrigated area per block, and per agricultural family. Self-sufficiency in food. High priority to this in Block activities Inadequacy of forests and pastures; importance of self-financing and self-help schemes in agricultural

development. Occupational distribution of population. Livelihood patterns according to 1961 census. Standards of living—Population problems and available land resources—family planning, importance of price structure and need to rationalise and stabilise prices for sustained production

2. *Social* .. .. .. 3 talks

(*a*) Rural Society—its structure and problems—Villages in ancient India—The Village environment—The rural personality. The village community—its distinguishing features—regional characteristics—group relations—caste system, customs and traditions, manners, social evils, superstitions—rural family, joint family system—sense of common pride, insult, success or failure—concept of community. Rural and Urban Societies—how to preserve their desirable features

(*b*) Folk life and culture—Ethical & social values in folk life—religion & society—festivals, music, art and drama, place of women and children—Tribals and Scheduleed castes—Social Institutions and voluntary organisations in village communities and their influences

3. Our constitution and its salient features—It is a rational analysis of our urges—Fundamental Rights—Directive Principles, Emergence of the Community Development idea from Directive Principles 1 talk

C. UNDERSTANDING THE COMMUNITY DEVELOPMENT PROGRAMME .. .. .. 15 talks

1. Principles, philosophy and genesis of the Community Development Programme—its objctives and scope—A Programme of social change through its distinguishing features—Extension—Community Development. How does it differ from area and amenities development—Multi-purpose concept and integrated approach to a totality of Programme.

Factors involved in bringing about a change in the outlook of the people—imparting information by various means of communication—the emotional appeal-Psychological building up of a congenial atmosphere—people's organisations *vis-a-vis* activity programme.

Principles of Community Organisation and Community Development :

(*a*) Understanding the Community—its social structure.

(*b*) Understanding the needs of the Community.

(*c*) Recognition of dignity of every individual member of the Community.

(*d*) Change in attitudes of people.

(*e*) A Programme of continuous Education.

(*f*) Leader-follower patterns.

(*g*) Programme based on felt needs.

(*h*) Developing unity in community by reducing social stratifications and group tensions.

(*i*) Voluntary Participation.

(*j*) Self-help and continuous internal motivation.

Brief account of previous experiences in village development work in India—and their contribution to the concept, approach and content of the Community Development Programme.

(*a*) Sarvodaya—Sevagram.

(*b*) Sriniketan—Dr. Tagore.

(*c*) Martandam—Dr. Spencer Hatch.

(*d*) Gurgaon—Mr. Brayne.

(*e*) Rural Development work done by various States.

(*f*) Grow More Food Campaign—Findings of the G.M.F Enquiry Committee.

(*g*) Experiments at Etawah and Nilokheri .. 2 talks

2. Need for Social and Economic Planning—Socio-economic planning in India.

Democratic planning—Critical appreciation of planning in India—National, regional and block plans. Plans for village and individual families .. .. .. 2 talks

3. Features of the First, Second and Third Five Year Plans.

The Objectives of the First, Second and Third Five Year Plans—How formulated Patterns—Priorities in the two plans—Targets under the three plans. Important projects under the three plans—the achievements of the 1st and 2nd plans .. 1 talk

4. Need for a comprehensive and achievable programme for the block, village and the family—Minimum programme under each head .. .. 10 talks

(*a*) Block, Village & Family Plans.

(*b*) Agriculture—factors in improved agricultural production programmes and targets.

(*i*) Scope for increased production vide disparities in yields in the same village ; limitation of resources in the case of small farmers and landless agriculturists ; need for farm planning when resources are limited ; importance of self-help schemes in the improvement of agriculture ; how the agricultural development is hampered because of lack of supplies and services.

(*ii*) *Improved Seeds :* Their use, multiplication and distribution ; village as a self-supporting unit

for improved seeds, registered growers, seed multiplication farms, role of cooperatives and peoples' agencies in multiplication, collection and distribution of improved seeds; continuous renewal of seed, roguing and treatment of seed against diseases : distribution of seed as a relief operation versus improvement operation.

(*iii*) *Manures and Fertilizers* : Role of organic manures and phosphates in improving soil fertility ; self-help programmes in green manuring and composting use of human and cattle urine and night soil ; methods for improving the quality of farm-yard manure and compost. Special role of fertilizers under Indian conditions, nitrogenous, phosphatic and potash fertizers and liming. Fertilizer mixtures, bone meal, blood meal and oil cakes.

(*iv*) *Improved implements :* Role of improved implements and how each of the improved implements reduces the labour or power or betters the timing or the operation ; ploughs, harrows, seed drills, bund formers, puddlers, rotary hoes, threshers, winnowers chaff cutters, Persian wheels, Egyptian screw and pump.

(*v*) *Better Cultivation—Methods :* Japanese methods of paddy cultivation. U.P. method of wheat cultivation, improved method of jowar cultivation, growing of hybrid maize, intensification of cropping and mixed cropping.

(*vi*) *Better Water Utilisation* Wise use of water for irrigation—need for proper manuring and good cultivation. Cropping Schemes to utilize the irrigation water fully, distribution and rotation of water, sowing in compact blocks for better water utilisation, methods of irrigation, size of

beds and frequency of irrigation. Role of community in maintaining irrigation works and water distribution channels, minor irrigation works, wells, tanks, bunds and tube-wells. Capacities of different water lifts.

(*vii*) *Land Development* : Soil conservation, bunding, dry farming methods, drainage, reclamation of waste, alkaline and acid lands ; improvement of pastures ; wood land and timber plots.

(*viii*) *Reduction of Hazards ;* Roles of irrigation and better fertility in reducing the fluctuations in yields of crops. Reduction of hazards from floods, frost diseases and pests. Illustrative examples of good plant protection measures for the control of principal diseases and pests. (Please see item 'C', also). Prevention of damage due to wild animals, cattle, monkeys, birds and rodents.......

(*c*) Animal Husbandry—Breeding, feeding and management of livestock—Problems of cattle in India—Development of poultry, sheep, pigs and fish raising in village tanks, Village and Block Plans for fisheries.

(*d*) Plant Protection—Economics of Plant Protection measures in terms of their effect on yield. Measures for controlling major pests and diseases.

(*e*) Irrigation Planning for full utilization—Wastage, seepage, and leakage—Water rates—Maintenance of minor irrigation works.

(*f*) Soil erosion—Soil Conservation—Afforestation—pastures and crops and their inter-relationship—Dry farming practices—Contour and strip cropping.

(g) *Cooperation :*

1. History of Cooperative movement. Basic Principles of Cooperation. Important provisions of the State Cooperative Legislation.

2. Organisational pattern of the cooperative movement. Different branches of Cooperation—their vertical and horizontal relationship. (1 & 2 to be covered through Syndicate Studies).

3. Cooperative Credit. Latest policy and programme. Service Cooperatives—Linking credit with marketing. Financing on the basis of production plans.

4. Cooperative marketing and processing—Problems of marketing of important commodities like wheat, paddy, jaggery, vegetables, etc.Storage facilities. Godowns—Pattern of financial assistance.

5. Cooperative Farming—latest policy regarding—farming project. Technical and financial assistance.

(*h*) Village and Small Scale Industries—Their importance and role in Community Development Programme—Industrial Policy—large and small scale Industries—the public and private sector-Economics of a few important industries—Problem of marketing—self sufficiency.

(*i*) *Education & Social Education :-*

Education—Programme of universal primary education in rural areas—school and the village community—school as a Community Centre—Scheme of Orientation of School teachers in CD—role of teacher in the Community.

Social Education—Concept of Social Education—Objectives of Social Education—its role in Community Development—Community Organisation—Methods for their promotion—their importance in Community Development.

(*j*) Village Programmes for Women and Children—Difference in approach to them—Psychological processes involved in dealing with them and their problems—Emphasis on improvement of home and family life. Welfare Extension Projects—Central Social Welfare Board—its structure and organisations as well as activities—(a) Bal Mangal and Bal Senas.

(*k*) Village Youth Programmes—their importance and methods of organisation—Organising rural youths and communities.

(*i*) Needs of the rural Youth—educational, occupational, social and civic.

(*ii*) The need and the objectives of youth organisations

(*iii*) Youth organisations in foreign countries such as USA, Denmark, USSR and the problems of adopting some of the experiences in the cultural context of the Indian Rural Society.

(*iv*) Principles underlying the formation of youth organisation.

(*v*) Pattern of youth organisation in the villages.

(*vi*) Scouts and Girl Guides movements and how to promote them in the rural areas.

(*vii*) Other programmes of national youth organisations such as Auxiliary Cadet Corps, National Cadet Corps, Provincial Cadet Corps, etc.

(*viii*) Programme for the youth organisation—need for developing conscience among members and providing incentives.

(*ix*) Training of Youth Workers and Leaders.

(*x*) Coordination with other voluntry organisation.

(*xi*) Organisation of sports, festivals in the rural areas.

(*l*) (*i*) Panchayat Samitis and Panchayats—Their place, importance and role in Community Development Programme—Panchayats and other organisations in the village—functional leaders not only in a general way but specially in each facet of the programme. How to promote the growth of Panchayats—

How to augment the resources of Panchayats—Training of Sarpanches, Mukhias and members of Panchayats.

(*ii*) How to coordinate and tap the resources of and revitalise the existing agencies in the Block or outside, such as :—

(*a*) Local self-government institutions like :—

(*i*) Gram Panchayats.
(*ii*) Union Boards.
(*iii*) Sanitation Committees.
(*iv*) Municipalities.
(*v*) Local Boards and District Councils.

(*b*) Official and Semi-official agencies like :—

(*i*) Cooperative Banks, Credit Cooperative Societies, Multi-purpose Cooperative Societies, marketing Societies and Cooperative Unions.
(*ii*) Land Mortgage Banks and Grain Banks.
(*iii*) Recognised Educational Institutions.
(*iv*) Others.

(*c*) Voluntary Organisations like :—

(*i*) Bharat Sevak Smaj.

(*ii*) *Ad hoc* bodies like Vikas Mandals or Gram Mangal Samities where statutory bodies like the Panchayats are yet to be set up.

(*iii*) Education Societies.

(*iv*) Kasturba Trust Workers.

(*v*) Ramakrishna Mission Workers.

(*vi*) Religious and charitable associations.

(*vii*) Red Cross.

D. PRINCIPLES AND PHILOSOPHY OF EXTENSION AS APPLIED TO COMMUNITY DEVELOPMENT—NATIONAL EXTENSION SERVICE—ORGANISATION AND TECHNIQUES .. 4 talks

---

1. Principles and philosophy of Extension work—Extension work in other countries—its development in India—its multi-purpose concept and character—Extension with emphasis on agricultur but covering all aspects of rural life. Extension through local leaders. Qualities of an extension worker-correct kind of aptitude and attitude. Abounding faith in work, human sympathy, Devotion to duty, Integrity of purpose, Unlimited patience. Resourcefulness, organising capacity, Reliability, capability for hard work, technical knowledge, understanding about the job and clarity of objective tactfulness, intellectual curiosity and willingness to learn, imagination, endurance and physical stamina for hard work and adjustibility. Duties of Social Education Organiser and his relationship with Block Development Officer and the techical experts .. 1 talk

2. Organisational set-up of Extension Service in the Country—

(*a*) At the Centre.

(*b*) At the State Level

(*c*) At District Level.

(*d*) At Sub-Divisional level.

(*e*) At Block level.

(*f*) At village-group and village level.

Diversity of administrative set-up in different States. 1 talk

3. Extension methods, media and techniques of approach to rural scoiety .. 2 talks (15 practicals.)

(*a*) Direct contact (individual, group, community and mass)

(*b*) Working with village people and developing village group-action by developing an :—

(*i*) Approach to group through group discussions. Technique of organising group discussions.

(*ii*) Approach to mass through conferences and seminars. Methods of conducting conferences and seminars and how to make them fruitful and effective.

(*iii*) Approach to groups and community through village leaders seminars and camps.

(*iv*) Approach to community and mass through medium of existing village fairs, melas, religious festivals, village, marketing, educative rural exhibitions, etc. Technique of organising them.

(*c*) Principles involved in preparation and use of the following for educative purposes—their features and uses for effective education.

(*i*) Graphs.

(*ii*) Charts.

(*iii*) Maps.
(*iv*) Flash-cards.
(*v*) Flannel-graphs or Khadigraphs.
(*vi*) Posters.
(*vii*) Film-strips.
(*viii*) Photographs.
(*ix*) Films.
(*x*) Tape-records etc. etc.

(*d*) Use of literature.

(*e*) Organising study tours of staff and villagers. Need to see specific programmes and activities.

(*f*) Organising recreational and cultural programmes. Developing and understanding about rural stage. Rural Theatre and Dramatics—their importance and effectiveness as means for steady and sure informal education.

(*g*) Use of specimens, models and exhibits.

(*h*) Principles involved in use of techniques and media such as :—

(*i*) Demonstrations—how to do them well and get the best of them—common mistakes.

1. Method demonstrations

2. Result demonstrations

(*ii*) One-act plays
(*iii*) Shadow plays
(*iv*) Dramas
(*v*) Group discussions
(*vi*) Bhajans

(*vii*) Keertans

(*viii*) Participating in feasts etc.

(*ix*) Non-projected aids, like puppets, cartoons, pictures, etc.

E. GROUP MOBILISATION AND COMMUNITY ORGANISATION .. 9 talks

1. Human relations and group development

   (*a*) Characteristics of group—understanding behaviour patterns of groups.

   (*b*) Leadership in groups.

   (*c*) Group goals, objectives and standards.

   (*d*) Motivation in groups—identifying problems.

   (*e*) Cohesiveness in groups.

   (*f*) Conflicts in groups.

   (*g*) Decision making in groups.

   (*h*) Achieving change in outlook .. 1 talk

2. Importance and role of people's participation or initiative in programme and planning-execution.

   (*a*) What is people's participation ?

   (*b*) Why is people's participation necessary to have?

   (*c*) How to secure people's participation—A factual study of difficulties in securing people's participation on the basis of experiences of the last five years and how to meet them ?

   (*d*) How to sustain it after it has been secured ?

   (*e*) Relationship between people, people's representatives and people's servants .. 1 talk

3. Democratic Decentralisation and Community Development—Evaluation of—

   (*a*) Block Development Committees.

(*b*) Recommendations of COPP Team .. 2 talks

4. How special drives and campaigns like Shramdan, Health or Education week, small savings, campaign etc., can be organised in harmony with the leisure patterns of the community or in conjunction with some important National and Social or Religious occasions .. 1 talk

5. Encouragement of local leadership .. 2 talks

(*a*) Objectives and need of organising leadership in villages—organising functional village leaders—Agriculture, Animal Husbandry and Minor Irrigation—Panchayats. Cooperation and Village Communication—Village Industries and Rural Housing—Education, Social Education, public health and sanitation—Womens' Programme

(*b*) Organisation of functional village leaders' camps—Points to be considered :—

(*i*) Selection of suitable leaders—progressive farmers
(*ii*) Number of leaders.
(*iii*) Selection of site.
(*iv*) Duration.
(*v*) Time of holding camp.
(*vi*) Accommodation arrangements.
(*vii*) Mess arrangements.
(*viii*) Exhibition—Improved implements
Insecticides and Plant,
Protection equipment,
Manures of diffierent kinds,
Fodders of different kinds,
Improved seeds etc.

(*ix*) Demonstrations.
(*x*) Programme of Camp.
(*xi*) Entertainment.
(*xii*) Schedules of recommendations.
(*xiii*) Follow-up programme

6. Organising School Teachers' Camps—Appreciation of their potentiality to work as powerful supporters of Village Level Workers. Need to orientate them and train them in new skills and techniques — 1 talk

7. Organising adult teacher's Camps—To utilise them as nucleui of Community Development work .. 1 talk

F. EVALUATION .. 2 talks

1. Need for evaluation

2. Principles of Evaluation—Different types of Evaluation—quantitative and qualitative evaluation, subjective factors—need of having objectivity of attitude in evaluation—Efficiency audit

3. Technique of Evaluation of block, village and family plans–maintenance of basic information and administrative intelligence for evaluation. Need for report and returns—Functions of Statistics—Information and intelligence and its interpretation. Target consciousness—Statistics and administration—Exactitude in collection and arrangements of facts—Difficulties in securing this :—
   (*a*) Insufficiency of means and sources of information.
   (*b*) Methods of collection—Providing for sensitiveness and ignorance of people.
   (*c*) The fluidity of act to be recorded.

(*d*) The prejudices and preconceived notions of those who collect information and also those from whom it is collected.

4. Place of Surveys—

(*a*) Bench Mark Survey.
(*b*) *Ad hoc* Surveys.
(*c*) Overall Surveys

5. Need for self-evaluation—its use as a corrective force for personal efficiency :—

(*a*) Evaluation of one's own work.
(*b*) Evaluation of the work of one's colleagues.
(*c*) Evaluation of the work of Village Level Workers.
(*d*) Evaluation of the work and co-operation of voluntary agencies.
(*e*) Evaluation of the response of people.
(*f*) Evaluation of the interest of people in maintaining things—roads, community centres, etc. 1 talk

2. Reports of Programme, Evaluation organisation and similar reports—Programme Evaluation Organisation and its set up, major objectives of this organisation in terms of the objectives of Community Development Programme .. 1 talk

G. PRACTICALS :

1. Stay in villages (stress on actual participation in the village Programme,) .. 6 days

(*a*) To acquaint them with the various methods, a Gram Sevak and an Extension worker in the block team employ in village work and how difficulties are overcome by providing necessary facilities and guidance to them.

(*b*) To organise and conduct a camp for functional local leaders.

(*c*) To use and employ extension techniques and if possible prepare different extension aids in Training Centre as well as villages.

2. Organising and conducting a Seminar 2 days.

3. Syndicate Studies and Group Discussions .. 15 hours (1 hour each day)

APPENDIX A

ORIGINAL SYLLABUS COMMITTEE

ORIENTATION TRAINING :

1. Dr. Douglas Ensminger, Ford Foundation, New Delhi Chairman
2. Shri B.D. Pande, ICS., Development Commissioner, Bihar, Patna .. .. Member
3. Shri V. Isvaran, ICS., Secretary Government of Bombay Bombay .. .. ,,
4. Shri Govind Narain ICS., Development Commissioner Uttar Pradesh, Lucknow .. .. ,,
5. Shri S. Dikshit, Additional Development Commissioner, Government of Uttar Pradesh, Lucknow .. ... ,,
6. Dr. B.S. Kadam, Agricultural Extension Commissioner, Ministry of Agriculture, New Delhi. ... .. ,,
7. Dr. J.S. Patel, Adviser (Agriculture) Ministry of Community Development .. .. ,,
8. Prof. A. D. Bohra, Ministry of Commerce and Industry, New Delhi .. .. ,,
9. Dr. P.M.N. Naidu, Adviser (Animal Husbandry) Minisrty of Community Development, New Delhi .. ,,
10. Shri S.C. Roy, Commissioner (Training), Ministry of Community Development, New Delhi. .. .. Member Secretary

PERSONS REQUESTED TO ASSIST BY CORRESPONDENCE.

1, Shri K.S.V. Raman, I.C.S., Chairman, Public Service Commission, Bihar, Patna.

2. Dr. B.N. Ganguli, Director Delhi School of Social Work Delhi University, Delhi.

3. Prof. D.G. Karve, Summer Queen Arthur Bunder Road, Colaba, Bombay.

4. Shri R. Prasad, Director, Manpower, Ministry of Home Affairs, New Delhi.

5. Col. Barkat Narain, Adviser (Health), Ministry of Community Development, New Delhi.

6. Shri L.C. Vashishta, Adviser (Co-operation), Ministry of Community Development.

GIPNLK—2/Min. C.D. & C./61—6-2-63—8,000 Copies

PRINTED BY
THE ASSTT. MANAGER (TECH.) GOVT. OF INDIA PRESS, NILOKHERI, 1963

37